DOCUMENT RESUME

ED 034 764 TE 001 625

TITLE	The English Language Arts Program (Kindergarten-Grade Twelve).
INSTITUTION	State Coll. of Iowa, Cedar Falls. Malcolm Price Lab. School.
PUB DATE	66
NOTE	47p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$2.45
DESCRIPTORS	Achievement Rating, *Behavioral Objectives, Course Objectives, *Educational Objectives, *English Instruction, *Language Arts, Language Skills, Library Skills, Listening Skills, Reading Skills, *Sequential Programs, Speech Skills, Spelling, Writing Skills

ABSTRACT

Characterized by its establishment of desirable outcomes in language arts instruction for pupils of each grade level, K-12, this guide presents a sequentially-structured program of active student participation and flexible, individualized instruction. The first chapter lists basic concepts for language, language development, and the purposes and uses of language. Chapters 2 and 3 provide general goals and notes on the "receptive arts" (reading and listening) and the "expressive arts" (writing and speaking). The remaining chapters take up desirable outcomes in listening, reading, speaking, writing, language, spelling, and use of the library. Each chapter is divided into sections for kindergarten-primary, intermediate, junior high, and senior high school. A bibliography of curriculum guides, professional books, pamphlets and periodicals, and booklists is included. (LH)

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THE ENGLISH LANGUAGE ARTS PROGRAM

(Kindergarten -- Grade Twelve)

prepared by the faculty

of the

Malcolm Price Laboratory School

State College of Iowa

Cedar Falls, Iowa

Fall, 1966

TE001 625

Published 1966

Extension Service

STATE COLLEGE OF IOWA
Cedar Falls, Iowa 50613

$1.00 per copy -- payment to accompany order

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FOREWORD

In an increasingly complex society, adequacy in the skills of communication--reading and listening, speaking and writing--becomes one of the primary keys to success in all of life's endeavors. It is the continuing obligation of elementary and secondary schools to afford pupils the opportunity to study the language arts in a sequentially developed, soundly structured program which provides for active participation and flexible, individualized instruction.

This guide for instruction in the language arts is characterized by its realistic approach to the establishment of desirable outcomes for pupils of every school level. It is the culmination of years of experience and concentrated study by members of the faculty of the Malcolm Price Laboratory School.

While the guide was written expressly for the Laboratory School program, its format is such that it can be fully utilized in every school situation. It is neither prescriptive nor directive in regard to instructional methods and materials but sets forth levels of attainment to be established as pupil goals within the framework of local school programs. Optimal learning in the language arts is dependent upon the coordinated efforts of an entire faculty; to this end schools will find the organization of the guide particularly valuable.

Planning for effective teaching in the language arts requires that careful attention be given to the interlocking relationships of the four language experience areas. This guide will provide teachers valuable assistance and direction in achieving this larger objective of the language arts instructional program.

Ross A. Nielsen, Head
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INTRODUCTION

This guide took shape in a very normal way. Teachers of language arts in the Malcolm Price Laboratory School wanted answers to three questions: (1) What had been the language arts experiences of their pupils? (2) What language arts experiences should be provided at each grade level? (3) What language arts experiences could the pupils be expected to have at the close of each year's work?

The teachers set out for the answers, and three successive Heads of the Department of Teaching--of which the Laboratory School is a part-- the late Dr. Dwight K. Curtis, Dr. Guy Wagner, and Dr. Ross A. Nielsen, gave encouragement and support as the quest was carried on over a period of several years.

Busy teachers all, they gave freely of their after-school and out-of-school hours--reading, studying, discussing, sharing, observing, inquiring, experimenting, analyzing, reviewing, writing, revising, evaluating, and involving themselves in the countless activities such an undertaking demands. The more deeply they delved, the more certain they were that the answers to their three initial questions would best be found by preparing a functional statement of desirable language arts goals for each of four levels of educational experience (Kindergarten-Primary, Intermediate, Junior High School, Senior High School). This they considered the most useful tool they could produce to include their findings for their own use, as well as that of teachers joining the staff and others concerned with helping children's optimum growth in the language arts.

Thus The English Language Arts Program, Kindergarten -- Grade Twelve came into being. It is herewith presented to classroom teachers, supervisors

of English, librarians, curriculum planners, consultants, administrators, and others concerned with the educational progress of young people.

Supervisors and student teachers of the English language arts in the laboratory school report this guide to be of value in several ways:

1. When plans are being developed, it determines whether units of study take into account appropriate pupil goals.
2. It causes emphasis to be placed in the classroom upon realistic balance of the four main facets of the language arts--reading, speaking, listening, and writing.
3. When published materials and other educational media are being selected, it facilitates proper choices.
4. It points up the philosophy underlying the school's English language arts program.
5. It sharpens the teachers' awareness of areas in professional preparation which needs strengthening through reading, study, and research.
6. It provides a handy means of looking back at what teachers of previous levels have considered desirable language arts outcomes so that the child who has not yet achieved them can be provided with experiences which will enable him to do so.
7. Because it is designed to be sequential and flexible, it helps to avoid needless repetition.
8. It indicates what the future language arts experiences of the pupils will be.
9. It serves as a measuring stick of pupil performance.
10. It gives every teacher a perspective of the child as he progresses through the K-12 English language arts program.

11. It serves as a guide for individual teachers and curriculum committees in their preparation of more detailed courses of study with which to implement the objectives of the language arts program of any given school or school system.

12. It serves as a check in evaluating the degree to which any basic textbook series is geared to the achievement of the objectives herein set forth.

That others may--as they also daily encounter the challenging, changing world of English language arts in their classrooms--find these and other values in this guide is the sincere hope of the committee that worked together to produce it.

Howard Vander Beek, Chairman,
Language Arts Department
Malcolm Price Laboratory School

I. CONCEPTS TO BE EXPANDED IN THE LANGUAGE ARTS

1. What Language is
   a. Language is a system of arbitrary symbols.
   b. Language involves communication--sending and receiving.
   c. Language is constantly changing.
2. What factors contribute to language development of the individual
   a. The width and depth of the experiential background of the individual determine the meanings he attaches to and conveys through symbols.
   b. In purposeful communication, the parts and processes of language function as a composite, each contributing to and reinforcing each other.
3. What the purposes and uses of language are
   a. Language conveys information, expresses feelings, arouses emotions, and incites action.
   b. Clear, appropriate, and lively use of language is basic to effective communication.
   c. Proficiency in the use of language is basic to effective self-realization and personal satisfaction.
      (1) Language helps man face the complexities of the modern world.
      (2) Language helps man understand himself and others.
   d. Proficiency in the use of language is basic to effective membership in society.
      (1) More effective communication brings about improved living.
      (2) Man's future development is dependent upon language.
      (3) Man's heritage is communicated through language.

II. THE RECEPTIVE ARTS

A. Reading (including Literature)

To help the child meet his responsibilities in life, the school must guide him toward effective reading--a skill in which he shows independence, wise selection of materials, critical attitudes, and genuine interest.

During the nursery-kindergarten years, and, for some pupils, the greater part of the first grade, the language arts curriculum prepares the way for elementary and secondary school reading instruction. The pre-reading program is followed immediately with beginning instruction in the fundamentals of reading. Rapid progress in basic reading habits and attitudes is expected during part of the second year and in the third year. Increased reading efficiency, power and excellence appear in the intermediate grades, where wide reading experiences strengthen backgrounds and open new vistas for the pupil. Through junior and senior high school, reading interests, habits, and tastes are extended and refined.

Because pupils progress at different speeds in learning to read, each must be closely observed so that appropriate instruction can be given to meet his individual needs. The more effective the reading instruction throughout the school, the greater the range of reading abilities. A five-year range in reading ability is not uncommon at a given level.

Reading instruction and guidance continues in the language arts curriculum through the high school years. To help the pupil most, the instruction must be the concern of every teacher of every subject.

B. Listening

Because listening often is more important to a pupil in his daily activities than reading, the language arts program stresses this skill. When

it is adequately developed, it can help the pupil to increase his awareness, gain information, find enjoyment, and develop appreciations.

The listening process involves seven steps: the person communicating (1) has his purpose in mind and (2) produces the oral symbols which will carry his ideas across; the person receiving the communication (3) hears the oral symbols, (4) recognizes and interprets them, (5) selects what he wants, (6) to comprehend or retain so that he can (7) respond or react.

Listening and reading have similar psychological bases and, consequently, share related problems. Whatever is done to improve the pupil's skill in listening contributes at the same time to his skill in reading, though reading requires the extra mastery of printed symbols.

From nursery school on, the language arts program utilizes the every-day listening activities of the pupil as instructional opportunities, considering always his interests or needs and his ability to understand. To know when to listen and when not to listen; to listen actively, attentively, and courteously; to become sensitive to the spoken word and its meaning; and to ask for explanations of what is heard but not understood are important goals the language arts program helps the pupil set for himself.

III. THE EXPRESSIVE ARTS

A. Writing (including Handwriting)

As soon as he enters school, the child discovers that writing has a real place in his daily living. To continue to give it purpose for him and to make it something that gives him satisfaction and pleasure requires planned direction.

Learning to record experiences and express ideas in written form is a long and complicated process for the child. While he is continually adding to his

stockpile of in-and-out-of-school experience, he is confronted with such important matters as (1) learning to use manuscript and, later, cursive writing, (2) gaining spelling, vocabulary, and punctuation consciences, (3) becoming aware of acceptable English usage and making it a part of his personal equipment, (4) following accepted standards for written work, and (5) distinguishing between and developing his skills in utilitarian and imaginative written expression.

That the spoken standard English sentence patterns are the true native language of the child must be recognized. However, they cannot be set down as acceptable patterns in standard written English. For the child, then, learning to express himself in writing is comparable to learning a foreign language.

Although all writing is creative in a sense, the language arts program gives emphasis to both utilitarian and imaginative written expression. In creative writing, the child is given free reign to become aware of his potentialities, to experiment with and manipulate ideas, words, and sentence patterns until he produces something which gives him personal satisfaction. Care is taken, especially when he is in the twelve-to-fifteen year stage, not to stymie his desire to write creatively.

Varying rates of progress and capacities for writing are met at all levels by giving assistance to individuals and small groups.

B. Speaking

Frequent and urgent demands upon speech as a vehicle for the communication of meaning are placed upon the pupil. Often these demands supersede those of writing, the expressive art most interrelated with speech. The language arts program, therefore, must provide a continuous program of

functional speech work in which the pupil is encouraged to express himself orally when he has worth-while information or ideas that he wishes to share with others.

At all levels, the pupil's performance in every classroom and his personal feeling of success or failure in his varied day-long activities depend largely upon his ability to say what he wants to say the way he wants to say it. Continuously he must be guided toward the effective use of his total physical mechanism so that his oral communication does not call attention to itself but does effectively point up the meaning of what he says.

A vital language arts program places emphasis upon activities that are functional. Those that enable the pupil to carry techniques over into his daily life are the most desirable.

IV. DESIRABLE OUTCOMES IN LISTENING

A. During or by the end of the Kindergarten-Primary years, the child--

* Responds to simple verbal questions, directions, and statements.
* Listens with comprehension to short discussions.
* Listens critically, recognizing gross discrepancies and distinguishing most fact from fancy.
* Recognizes words that rhyme.
* Hears and matches tones.
* Listens and responds to rhythm in music.
* Locates the source of a sound.
* Identifies voices of his peers and others.
* Listens in order to reproduce sounds, such as animal noises, sirens.
* Becomes sensitive to rhyme and rhythm in poetry.

* Appreciates beauty in the language of poetry.

* Begins to see word pictures in poetry and prose.

* Can hear most likenesses and differences in beginning, final, and medial sounds.

* Follows sequential development of a story.

* Remembers order of events in correct sequence up to five steps.

* Derives meaning from intonation.

* Identifies with the characters in literature.

* Shows increased attention span.

* Grows in awareness of the value and the use of words.

* Shows enrichment of ideas.

* Listens for a specific purpose: details--funny part--exciting part--word pictures--sequence--main ideas--comparisons.

* Learns to be a good member of an audience.

* Increases ability to make inferences.

* Listens in order to relate, compare, and to apply information.

* Senses effective speech on the part of others.

* Recognizes oral clues.

* Begins to determine the purpose of the speaker.

* Recognizes onomatopoetic terms.

* Raises pertinent questions in discussion.

* Perceives cause and effect relationships through what he hears.

* Responds emotionally to what he hears, sensing the feeling of the speaker or story character.

B. During or by the end of the **Intermediate** years, the child--

* Shows increasing desire to learn through listening, as an individual and as a member of a group.

* Shows increasing responsibility for listening efficiently and effectively.

* Responds to more complicated verbal questions, directions, and statements.

* Listens to peers, as well as instructors and other speakers, to get information and knowledge and to develop understanding.

* Recognizes and respects the needs of others for group listening.

* Accepts responsibility to raise questions when the ideas of the speaker have not been understood.

* Shows increased skill in making constructive criticism when reacting to reports, comments, etc., of classmates and teachers.

* Follows an argument, a discussion, a problem-solving situation, etc., in order to contribute effectively to the development of group understandings.

* Responds emotionally to good poetry and prose.

* Develops sympathetic understanding of people of other times and other places through listening to good literature.

* Develops understanding of life through vicarious experiences in listening.

* Begins to develop discrimination between good and poor literature to which he listens.

* Begins to develop awareness of the use of words in influencing the listener.

* Shows increased awareness of shades of meaning of words.

* Identifies, enjoys, and uses figures of speech.

C. During or by the end of the **Junior High School** years, the student--

* Recognizes the relationship between the type of listening (active or passive) and the purpose for listening.

* Takes increased responsibility for practicing the skills needed for improved listening.

* Understands the relationship between the purpose of the speaker and the responsibility of the listener.

* Accepts differences in regional and national speech.

* Asks questions if he does not understand the speaker's ideas.

* Practices--when it is appropriate to do so--getting general impressions for later recall, instead of writing down "facts" for memorization.

* Maintains mental alertness in all listening situations.

* Understands that freedom of speech implies freedom to listen.

D. During or by the end of the Senior High School years, the student--

* Develops skill in the four main types of listing: purposeful, accurate, critical, and responsive.

* Knows how to exercise emotional control in listening situations by postponing personal worries, by refraining from condemning the speaker or his thesis, and by waiting to formulate questions or critical comments until speaker has said all he has to offer.

* Separates the relevant from the irrelevant.

* Assumes responsibility as a listener for giving attention to the speaker.

* Develops ability to offer constructive criticism to peers after hearing them interpret a piece of literature. (That is, makes suggestions as to rate, pitch, force, general voice quality, etc.)

* Separates the central purpose of a speech from the material used to support the central purpose.

* Sorts out well-supported facts from generalizations in a persuasive speech.

* Distinguishes between facts, or reliable opinions, and mere emotion-laden utterances.

* Shows further recognition of and imitation of acceptable English usage by well-known speakers in either formal or informal situations.

* Displays increased recognition of and respect for good oral interpretation of literature.

* Recognizes the common propaganda devices as exemplified in advertising and campaigning.

* Compares interpretations on recordings and tapes, and observes what is usually done when a piece of literature is adapted for radio, television, or film.

* Listens to poetry with increasing depth of interpretation and appreciation.

V. DESIRABLE OUTCOMES IN READING

A. Kindergarten-Primary

Reading at the Kindergarten Level

At the kindergarten level no formal instruction is given in learning to read. Children do engage, however, in many experiences which contribute to success in initial contacts with the reading process; for example, emphasis is placed on improving use of language, developing listening skills, acquainting children with good literature, and helping them become aware of likenesses and differences. An interest in learning to read is fostered.

There are also several basic concepts which children who are five can learn about reading; for example, they can discover that print goes from left to right and top to bottom, that some words look, sound, begin, or end alike, and that what we say can be written, saved, and read later. The process of reading thus begins to appear to them as natural and useful, rather than mysterious.

Provision is made for those children who have some reading skills to use these skills to enrich our classroom activities.

In his Pre-Reading Experiences, the child--

* Recognizes gross visual likenesses and differences.

* Recognizes own name and possibly other words.

* Appreciates good literature. Enjoys having stories read to him. Likes to look at pictorial material.

* Begins to recognize value of being able to read and asks what words say.

* Shows awareness of signs and labels.

* Recognizes a few numerals.

* Shows interest in simple maps.

* Forms some skills specific to reading, such as looking from left to right, top to bottom, front to back.

* Arranges pictures or ideas in logical sequence.

In his Beginning Reading Experiences, the child--

* Reads silently to interprete the sentence, paragraph, or story.

* Conveys meaning and feeling to another person through oral reading.

* Attacks many words through use of context clues and initial consonants.

* Uses configuration and picture clues to attack unknown words.

* Hears rhyming words, some consonant blends, root words, and structural clues.

* Reads simple material for enjoyment.

* Reads to find main ideas, details, conclusions, sequential development, and funniest or most exciting part.

* Reads to follow directions, to dramatize a story, or to share information.

* Reads experience charts which include marginal words.

* Reads with a minimum of lip movement.

* Uses table of contents effectively.

* Reads to compare and relate.

* Recognizes implications that may not be included in the context.

* Reads to find proof or specifics.

* Anticipates results (or what follows).

* Skims to locate specific detail.

* Develops ability to critically appraise what is read to distinguish fact from fiction.

* Begins to interpret figurative language.

* Begins to use dictionary skill, such as alphabetical order and word meanings.

* Perceives variations in sounds of vowels and consonants.

* Shows growth in recognition of sentences and phrases.

* Applies word endings, forms compound words, and recognizes contractions.

* Forms definite ideas about the types of stories he reads independently.

* Has auditory and visual perception of syllables.

* Follows written directions and answers written questions.

* Relates illustrations to reading context.

* Increases length of eye span.

* Begins to use an index.

* Enjoys sharing books read independently.

* Reads for definite information.

* Shows interest in possessing good books.

B. During or by the end of the Intermediate years, the child--

* Develops the attitude that reading is thinking.

* Relies upon printed matter as a source of information, enjoyment, inspiration and growth.

* Goes to books through habit for the answers to questions.

* Chooses his own reading material with greater independence.

* Displays greater interest in a variety of books.

* Develops understanding of life through vicarious experiences in reading.

* Develops personal standards through identification with characters in stories.

* Grows in interest and understanding of the world and outer space, both past and present.

* Develops increasing recognition of the author's mood and point of view.

* Evaluates information gained, discriminating between relevant and irrelevant ideas.

* Accepts increased responsibility for improving his reading skills.

* Alphabetizes to third letter and beyond.

* Recognizes some diacritical marks, including the schwa.

* Uses guide words effectively in volumes such as the encyclopedia and the dictionary.

* Uses dictionary for pronunciation, definitions, help in spelling, origin and classification of words.

* Recognizes antonyms, homonyms, and synonyms.

* Utilizes location skills such as use of contents, subtitles, index and cross references.

* Shows evidence of increasing judgment in choice of suitable reference materials.

* Shows skill in reading pictorial and graphic material.

* Selects main idea in paragraph.

* Begins simple outlining.

* Adjusts his habit of reading to type of material and purpose.

* Uses literature for enjoyment, i.e., reading aloud to each other, choral reading and sharing poetry.

* Appreciates the personal satisfaction which can be derived from reading.

C. During or by the end of the Junior High School years, the student--

* Reads to get the author's purpose--to entertain, to inform, to prove a point, to justify an opinion, etc.

* Enlarges an increasingly more adult passive vocabulary.

* Increases ability to gain meanings of words by context and by use of dictionary.

* Increases understanding of inferences.

* Figures out new word meanings and pronunciations by relating root word meanings.

* Learns techniques for speeding up reading, understanding when speed is desirable, and adapting speed to the type of material.

* Widens reading interests more rapidly.

* Uses library more frequently and more efficiently for recreational reading, for general information, and for specific information.

* Reads poetry more fluently.

* Reads aloud with understanding.

* Becomes aware of the techniques authors use to make a story interesting.

* Gets acquainted with better-known authors of books for his age group.

* Uses library books more, particularly for historical fiction and books focusing on individual areas of interest.

D. During or by the end of the Senior High School years, the student--

* Understands that literature is studied to provide an intensive analysis of selected types so that he has a foundation which helps him to read more challenging and satisfying works with greater appreciation and understanding.

* Develops ability to do more critical and evaluative reading.

* Understands the use and effectiveness of figurative language.

* Increases awareness of the symbolic meaning that poetry or prose has over and above the surface story.

* Reads great literature for universality and for modern appreciation.

* Understands literature as an interpretation of the experiences of man.

* Increases skill in literary analysis of all written forms--essay, poetry, short story, novel, and drama.

* Recognizes metaphor, irony, satire, and humor.

* Understands how writers influence events and how those writers are influenced by the periods in which they live.

* Realizes that authors have varied purposes in fiction: entertainment, revealing social problems, etc.

* Shows appreciation for character development in fiction.

* Begins appreciation of Shakespeare and other classics.

* Broadens acquaintance with world writers.

* Becomes more selective in choice of leisure reading, often turning to adult classics.

* Evaluates and interprets all sections of newspapers and magazines.

* Expands concept of semantic principles.

VI. DESIRABLE OUTCOMES IN SPEAKING

A. During or by the end of the Kindergarten-Primary years, the child--

* Expresses himself clearly and audibly.

* Enunciates, articulates, and pronounces words acceptably.

* Relates experiences in sequence.

* Gives simple directions and expresses needs intelligibly and in an acceptable form.

* Repeats by memory some simple rhymes and poems.

* Shows an interest in new words and continues to expand his speaking vocabulary.

* Broadens his concept of word meanings and becomes more definitive in his use of words.

* Develops skill in story telling.

* Develops skill in conversing.

* Uses a pleasant voice quality.

* Speaks in an acceptable pitch.

* Adjusts voice to the size of the room.

* Produces nearly all of the speech sounds correctly.

* Continues to grow in the ability to stay with a subject in conversations, discussions, and brief committee reports.

* Speaks courteously.

* Remembers to name himself last if talking about activities about himself and another person.

* Expands storybook conversations when dramatizing.

* Performs well in choral speaking.

* Recognizes his own speech needs and has a favorable attitude toward correcting them.

* Dramatizes with increasing maturity.

* Becomes more and more aware of acceptable oral usage.

* Becomes increasingly aware of his responsibility in making constructive contributions to group discussions.

* Speaks and reads orally with pleasing expression.

* Develops poise when speaking.

* Accepts responsibility in a telephone conversation.

D. During or by the end of the Intermediate years, the child--

* Uses clear, audible speech.

* Understands the necessity for voice modulation to fit the situation.

* Employs acceptable English usage, based upon his increasing sensitivity for it.

* Is aware of the consequences of the over-use of some words.

* Understands what complete oral statements are and uses them in group discussions, in presenting material to a group, and in answering questions.

* Senses when a complete thought can be expressed clearly and appropriately in shortened sentence form.

* Starts and proceeds with a sentence without using such expressions as "well" and "I mean".

* Uses sentences that stand independently without "and", "anda", etc.

* Asks questions simply and intelligibly without major interpretation being required by the listener.

* Waits his turn to make requests, instead of standing at the side, calling teacher's name repeatedly.

* Speaks before the class with a fair degree of emotional poise.

* Makes announcements and introductions clearly, correctly, and naturally.

* Feels comfortable using telephone, microphone, and tape recorder.

* Uses interesting and appropriate comparisons as a point of illustration.

* Presents a book review, giving essential information and enough material to stimulate others to read the book.

* Develops the ability to use the voice to achieve special results by participating in such activities as dramatics and assembly programs.

* Uses a greater variety of descriptive words in relating a situation or experience.

* Uses dictionary to increase quality and variety of spoken vocabulary.

* Chooses more suitable and varied words in order to make descriptions more vivid or directions more clear.

* Takes an increasing part in conversations and discussions, based upon social need and desire to learn.

* Grows in the ability to use constructive criticism in discussions and/or when evaluating reports and conversations of others.

* Recognizes his responsibility to participate in discussions, both those in the content subjects and in group business meetings.

* Holds his participation in discussions to a reasonable level, recognizing the rights of others to speak.

* Takes turns and keeps the flow of discussion going without waiting each time to be called on by the teacher or chairman.

* Gives informative and interesting reports.

* Participates effectively as a leader or as a member in class, club, or committee meetings.

C. During or by the end of the Junior High School years, the student--

* Reports orally to groups, often with follow-up discussions, and adds to effectiveness of presentation with such devices as chalk talks, models, graphs, charts, maps, or other visual aids.

* Reads orally to give emphasis to meaning and to furnish enjoyment.

* Plans properly structured speech presentation.

* Participates in both planned and impromptu class and group oral activities.

* Places increased emphasis on meaningful group discussion.

* Continues to give attention to responsibilities of leadership in discussion, by keeping ideas in logical sequence, by giving all discussants a fair chance, and by planning for the summary.

* Focuses upon elimination of meaningless space-fillers as waste of time and distractors of attention.

* Uses parliamentary procedure.

* Creates radio and television programs or tape recordings as a part or a culmination of classroom activities.

D. During or by the end of the Senior High School years, the student--

* Sets appropriate standards for his own oral presentation.

* Shows when speaking that he is idea conscious, not self-conscious.

* Presents original thought, appropriately organized and developed.

* Evaluates own growth in oral expression.

* Understands language and uses it properly as an influencer of human behavior.

* Observes professional speakers in person, on the screen, radio, television, and recordings and from them selects techniques which he can apply to his own presentations.

* Relates speaking to the other three main areas in the language arts--reading, writing, and listening.

* Meets varying demands of speech situations with adequate range and flexibility of skills.

* Knows and locates sources for speech materials.

VII. DESIRABLE OUTCOMES IN WRITING

A. During or by the end of the Kindergarten, the child--

* Develops manual muscles and eye-hand coordination through construction, art and play activities, and through carrying out classroom responsibilities.

* Establishes hand dominance if it has not previously been accomplished.

* Becomes aware of writing as a tool of communication.

* Becomes aware of left-to-right progression and orderly letter form through observing the teacher write labels, notes, plans, and charts which are dictated by the children.

* May experience some writing such as labeling his own picture with his own name.

B. During or by the end of the Primary years, the child--

* Associates printed and manuscript forms of capital and lower case letters.

* Uses all letters in manuscript form, following no specific commercial system but is instructed that simplicity of form is desirable.

* Establishes left-to-right progression.

* Understands and uses such vocabulary associated with writing as manuscript writing, cursive writing, size, spacing, posture, guide line.

* Uses paper with no guide line if he has developed the ability to measure with the eye.

* Is able to read and write cursive letter forms in third grade if he shows readiness for it.

* Writes individual stories, both imaginative and informative, about his own and group experiences.

* Grows in understanding that writing is one good way to express his ideas, especially when speech cannot be used.

* Proofreads his own work.

* Writes as an outgrowth of his reading.

* Uses words in writing that he has become acquainted with in the unit being studied.

* Uses periods, question marks, and capitals.

* Understands importance of legibility and fluency to good written expression.

C. During or by the end of the Intermediate years, the child--

* Maintains previously learned handwriting skills.

* Recognizes legibility, rather than speed, as a goal.

* Uses reasonable speed in handwriting while maintaining legibility.

* Masters cursive writing--slant, spacing, letter formation, size--using the forms of one of the accepted handwriting systems.

* Masters placement of written material on the page--margins, paragraph indentations, word spacing and letter joining.

* Uses ink in specified classroom activities.

* Adjusts size of writing to purpose.

* Uses commas, apostrophes, and quotation marks.

* Devotes primary attention to expression of ideas while mastering such mechanics of writing as punctuation and capitalization.

* Uses complete sentences to express his ideas.

* Understands the purpose of paragraphing and grows in ability to write a well-organized paragraph.

* Gathers information, organizes it, and writes reports and other papers.

* Takes useful notes.

* Recognizes and uses different types of written expression.

* Welcomes opportunity to write creatively.

* Recognizes and appreciates quality in his own writing and that of his classmates.

* Employs correct letter-writing skills in thank-you letters, invitations, and other friendly letters.

* Writes simple business letters effectively.

* Writes concise, accurate minutes and announcements.

* Makes neat, accurate lists using correct punctuation.

* Begins simple outlining.

* Refers to dictionary for spelling, definitions and shades of meaning.

* Recalls and organizes information effectively in writing essay-type answers to questions.

* Selects salient points and organizes them in order to write summaries of content material, and/or book reviews.

* Employs proofreading, using guidebooks when necessary, to correct his own work independently.

D. During or by the end of the Junior High School years, the student--

* Masters the mechanics of desirable written expression through the observance of accepted forms of usage, structure, punctuation, and spelling.

* Proofreads and edits his daily written work, turning to guides when necessary.

* Expresses himself effectively through the use of logical arrangement and varied sentence and paragraph patterns.

* Understands that written composition is a reflective process in the expression of thought and the craftsmanship of sentence, paragraph, and the complete idea.

* Observes manuscript rules.

* Shows discrimination in the choice of words.

* Begins each piece of writing so that he helps his reader know his purpose for writing.

* Makes significant conclusions before he finishes his piece of writing.

* Presents written arguments with authority, clarity, and decision.

* Distinguishes between imaginative and utilitarian writing.

* Experiments with such creative writing forms as dramatic skits, essays, short stories, and poetry.

* Writes business and social letters correctly and effectively.

* Uses such tools as outlines, notes, minutes, reviews, reports, and summaries for the particular purposes for which they are best suited.

* Places emphasis upon ability to take notes efficiently, with constant recognition on use of notes in an intelligent fashion.

E. During or by the end of the Senior High School years, the student--

* Determines his purpose and makes plans before he begins to write.

* Chooses suitable limited topics for written expression.

* Writes clear sentences.

* Punctuates with skill, using semi-colon, colon, dash, parentheses, and ellipsis.

* Ties sentences together within individual paragraphs, and links paragraphs in pieces of writing.

* Shows how ideas are related within varied sentence forms, making the sentences forceful and pleasant to read.

* Shows concern for adequate development, unity, continuity, and emphasis, within paragraphs and within whole pieces of writing.

* Follows logical steps in producing an extensive investigative paper.

* Realizes importance of legible handwriting for all written work, in social and business affairs as well as in school activities.

* Develops own style of penmanship, avoiding frills which cut down legibility.

* Chooses appropriate tools for the standards of the writing situation--pencil, ink, or typewriter.

* Considers neatness and clear handwriting a part of good English.

* Describes, persuades, or explains in personal essays based upon his own observances and experiences.

* Employs figures of speech skillfully.

* Writes analyses, summaries, character studies, comparisons, imaginative extensions, etc., based upon the literature studied.

* Places emphasis in his writing upon the use of effective wording and specific detail.

* Writes interpretations of poetry and short stories, with stress on getting at below-the-surface meanings and on understanding symbolism and figurative language.

* Achieves individuality and naturalness of style, applying self-criticism to his writing.

* Writes extensive compositions which meet his purpose.

* Enjoys practice in writing satire and in using analogy and allegory.

* Produces in-class themes under pressure of limited time.

* Distinguishes between imaginative and utilitarian writing and understands and applies the steps in the process of composition of both types.

VIII. DESIRABLE OUTCOMES IN LANGUAGE

A. During or by the end of the Kindergarten-Primary years, the child--

* Realizes that the English language can be spoken, heard, written and seen.

* Knows words make it possible for us to communicate with each other.

* Senses that the same idea usually can be expressed in more than one way.

* Becomes aware that many words have a variety of meanings.

* Senses that language may not mean what the words say.

* Realizes that meaning is conveyed in oral communication not only by voice but also by gestures, facial expressions, voice qualities and pauses.

* Understands that meaning is conveyed in written communication not only by printed or written words but also by punctuation, capitalization, spelling, and sentence structure.

* Becomes aware that English is but one of many important languages.

B. During or by the end of the Intermediate years, the child--

* Realizes that language is constantly changing.

* Recognizes that new words continue to appear in our language.

* Understands that a word in itself has no meaning.

* Understands the word is not the same as the thing it represents.

* Recognizes that words may be both connotative and denotative.

* Becomes more adept in language use by having many and varied direct and indirect experiences.

* Senses that facility in language enriches one's every-day experiences.

* Understands how language accounts in a great sense for the richness of our heritage.

* Recognizes that man's heritage has been transmitted basically through language.

* Understands that language varies under different circumstances and that good language does not call attention to itself.

* Accepts responsibility for transmitting meaning.

* Recognizes the interrelatedness of language, thought, and action.

C. During or by the end of the Junior High School years, the student--

* Uses good English which carries out the purpose of the user, getting ideas across in a way that pleases both the sender and the receiver.

* Understands that American English can be classified roughly into two levels, standard (both formal and informal) and non-standard, with many dialects and regional variations.

* Considers language as both realistic and symbolic in nature.

* Becomes aware of language as a system of written and oral communication based on individual sounds, word-forms, and word order.

* Understands that to cope with the modern world, one must strive for mastery both of the words he sees and of those he hears.

* Strives to use verbal "maps" accurately to represent the "territories" for which they stand.

* Knows that generalizations, often important in communication, can be dangerous.

* Separates facts from inferences and value judgments.

* Realizes that experiences can be transmitted by language, but that one can never tell all or know all.

D. During or by the end of the Senior High School years, the student--

* Understands the manner in which the English language evolved and is aware that changes are now occurring in it.

* Shows awareness of modern linguistic research and its cultural implications.

* Realizes that the grammar of English is mastered through hearing and use and that it can be best learned as a part of oral and written composition.

* Understands that English sentence structure contrasts with that of other languages, including Latin.

* Uses language which shows his awareness of the uniqueness of people and experiences and of the changes that are inherent in life.

* Adds constantly to his active and passive vocabulary and experiments with difficult, appropriate words.

* Realizes that language is man's link with the past, with the world around him, with others of his own species, and with the future.

* Understands that he represents himself to the world by his language and is often judged by his language.

* Realizes that language enables him to formulate his philosophy of life and to extend his world.

* Recognizes the importance of observation as it relates to good language habits.

* Understands that words evoke images in the mind, but that first-order experiences are in the non-verbal world.

* Realizes the relationship of language to the non-verbal arts.

* Shows understanding of elementary semantics, especially levels of abstraction.

* Realizes the relative and particular advantages and disadvantages of the oral word and the printed word in today's culture.

* Understands the power of language in mass media.

* Senses the problems language causes in day-to-day living.

* Realizes the power of language in national and international affairs.

* Assumes his responsibility to others as a user of language by representing the world of reality as accurately as possible.

* Possesses knowledge of past and present attempts to explain English grammar.

* Assumes his responsibility to himself by developing a keen ear and a critical eye as he interprets language.

* Realizes that language mirrors the inner attitudes of the communicator.

* Realizes that oral and written English are not the same even though they are closely related.

IX. DESIRABLE OUTCOMES IN SPELLING

A. During or by the end of the Kindergarten-Primary years, the child--

* Increases his ability to spell and attempts to apply this skill in all his written work.

* Develops visual, auditory, and phonemic clues to improved spelling.

* Makes new words by combining smaller words.

* Sees basic words in derivatives and forms derivatives from basic words.

* Knows how to add s and es to a word so that it will refer to more than one.

* Uses apostrophes in contractions and possessives.

* Continues to learn spellings of many words outside the period devoted to spelling instruction.

* Pronounces words correctly, articulates sounds clearly, and employs good usage so that he can develop spelling competence.

* Endeavors to spell correctly every word he writes and is conscious of misspellings by himself or others.

* Becomes familiar with the terminology of spelling:

Vowels	Suffix	Compound words
Long vowel sounds	Prefix	Root words
Short vowel sounds	Homonym	Contractions
Consonants		
Silent letters		
Syllables		

* Turns to reliable resources to determine or check spelling of which he is uncertain.

B. During or by the end of the Intermediate years, the child--

* asters the spelling of basic words which make up the bulk of all writing.

* Takes responsibility for spelling correctly the words he needs for expressing his thoughts in writing.

* Learns how to spell his own "problem words" by following a definite, economical method.

* Accepts responsibility for independence in spelling, using the dictionary and other published sources to check on spellings of which he is uncertain.

* Develops spelling conscience by becoming sensitive to, and strongly averse to, inaccuracies in his own spelling.

* Reduces the number of words whose spelling he must learn by associating similar structures, meanings, spellings, and phonetic clues, and by using simple guides which apply to most English spelling.

* Becomes familiar with additional terminology, such as synonym, derivative, and stressed syllable.

C. During or by the end of the Junior and Senior High School years, the student--

* Makes associations of similar forms to remember spellings.

* Pronounces words carefully to avoid misspellings.

* Notices differences and similarities of words, thus strengthening his spelling conscience.

* Observes unconsciously the following rules of spelling which usually apply:

1. Write i before e when the sound is long e.

2. Write ei after c or when the sound is long a.

3. Words with silent e drop the e before a suffix beginning with a vowel.

4. Words ending in silent e usually keep the e before a suffix beginning with a consonant.

5. Words of more than one syllable which end in a single consonant preceded by a single vowel double the final consonant before a suffix beginning with a vowel.

6. Words of more than one syllable which end in a single consonant preceded by a single vowel and are accented on the last syllable double the final consonant before a suffix beginning with a vowel.

7. Words ending in y preceded by a consonant usually change the y to i before a suffix beginning with a consonant or the vowel e.

* Uses memory tricks with spellings that are confusing.

* Takes mental snapshots of words, focusing especially upon trouble spots within the words.

X. DESIRABLE OUTCOMES IN THE USE OF THE LIBRARY

A. During or by the end of the Kindergarten-Primary years, the child-

* Learns that libraries are a source of materials available to people of all ages.

* Understands and practices good care of books.

* Learns some of the qualities that help make good books and good literature.

* Feels at ease browsing and selecting library materials.

* Understands and uses simple alphabetical order to find fiction books.

* Learns that classification numbers are clues to finding non-fiction books.

* Realizes one responsibility of the librarian is to help acquaint children with good books.

* Uses library materials to increase facility in independent reading.

* Becomes acquainted with the parts of a book and uses them to find information.

* Recognizes that the librarian chooses and cares for books and other materials in the collection and guides children in their selection and use.

* Understands that the librarian helps children and teachers implement classroom learnings, set up bibliographies and obtain recent materials.

* Develops a growing concept of the large part libraries play in his total learning.

B. During or by the end of the Intermediate years, the child--

* Shows increased skill in reading and demonstrates independence in selecting library materials for recreation and learning.

* Develops ability to select and evaluate books.

* Demonstrates wide reading interests.

* Understands and uses the card catalog.

* Shows facility in use of alphabetical order when using the card catalog and looking for fiction books.

* Learns the arrangement and order of decimal classification numbers.

* Uses the library in a business-like way in caring for books and looking for information.

* Learns and uses specific reference tools appropriate to his needs.

* Consults more than one source when looking for information.

* Practices skills of notetaking and organizing information.

C. During or by the end of the Junior High School years, the student--

* Shows judgment in self-selection of recreational reading, although open to suggestions.

* Follows more varied reading interests to some depth and breadth.

* Learns and uses an increasingly wider variety of reference tools.

* Shows skill in independent use of card catalog, Reader's Guide, and understanding of classification numbers.

* Develops the ability to proceed methodically in finding a wide variety of information.

D. During or by the end of the Senior High School years, the student--

* Uses good leisure-time habits in reading.
* Selects materials independently.
* Knows and uses periodicals and other non-book materials.
* Shows independence in use of reference tools.
* Evaluates materials critically in gathering information.
* Explores a topic in breadth and depth.
* Consults the librarian as a resource person after first exhausting his own ideas on procedure and sources.
* Evidences understanding of the role of libraries in learning in or out of school.

XI. ONE LAST WORD

Although in print, this guide--like any other matter concerned with curriculum--is not finished. It can only be a guide to a developing curriculum, which changes as children's needs, interests and abilities change and which changes as teachers and schools change. Therefore, as teachers use it, they probably will find desirable pupil goals that have been omitted. (They will want to add them between lines and in margins.) New developments in the teaching of the English language arts will clarify goals many teachers now question. (They will want to make changes where they are appropriate.) And, above all, teachers will be concerned with the implementation and evaluation of these goals for pupil achievement. The bibliography which follows will prove to be a rich resource of ideas and practical suggestions from excellent school systems and leading professional educators for supplementing this language arts guide and enriching the curriculum programs of local school systems.

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